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ABSTRACT

Third stream evaluation, the fusing of the ecological perspective with experimental or quasi-experimental evaluation design, is described. The ecological perspective necessitates that the conceptualization and analysis of a setting and the design of the study emphasize the interdependent relations among organisms, behavior and environment in systems terms. The setting in which a study is conducted must be naturalistic, and the study design should be sensitive to developmental transitions in ecological systems. Finally, there must be concern for the kinds of environment which are fit for human beings to inhabit, both for the theoretical understanding that comes from the orientation and for clues as to direction for applied environmental design. There are three catalysts necessary for the fusing of the ecological perspective and the experimental evaluation design: (1) Immersion, i.e., one must get immersed within the context and substance of phenomena to be evaluated; (2) Integrity, i.e., one must report what one sees and what others see; and (3) Polarity, i.e., for every statement of fact there must be an opposing statement if there is to be either movement or growth. Several "soundings", provocative statements which look at one stream of evaluation from the perspectives of another stream, are included. (MV)

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# TOWARD THIRD STREAM EVALUATION*

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The term "third stream" is borrowed from a development in the field of music. Gunther Schuller, a composer and the President of the New England Conservatory of Music in Boston, coined the term "third stream music" to refer to a new music idiom that results from two streams--classical music and jazz--flowing out toward each other (Balliet, 1962, p. 215). For Schuller the third stream fuses the "improvisational spontaneity and rhythmic vitality of jazz with the compositional procedures and techniques acquired in Western music during 700 years of music development" (Schuller, 1961, p. 54). More recently Ran Blake, chairman of the four-year-old third stream music department at the New England Conservatory of Music, has extended Schuller's definition to include the fusion of ethnic music of various cultures (Blake, 1976, pp. 30-32).

The "third streaming" we move toward in this paper is a fusing of the ecological perspective with experimental or quasi-experimental evaluation design. There are many other third streams possible and within each joining of streams different persons will come up with different syntheses. At the conclusion of this paper we present a brief outline of elements in a program for third stream

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education of evaluators modeled after the third stream music department program of the New England Conservatory of Music. But first, let's move on to the ecological perspective from which we may provoke third streams in evaluation.

The ecological perspective. Behavioral ecology is not a methodology nor a unified theory but a perspective which itself grew out as a third stream from a variety of sources. The concerns of this perspective may be used to produce "planned incongruity" (Burke, 1964) which creates its own turmoil and synthesis. Bronfenbrenner (1976) draws upon the work of Kurt Lewin and the terminology of Brim to spell out twenty propositions which specify properties of ecological systems involving behavior-organism-environment interdependencies. And Willems (1973) lists eleven features of the ecological perspective. We have drawn upon their work and the work on the case study in social inquiry (Stake, 1976; Parlett and Hamilton, undated) and on dialectics of human development (Riegel, 1976, 1975) to specify four key concerns of the ecological perspective and three necessary catalysts as follows:

1. interdependency. Conceptualization and analysis of a setting and the design of a study must emphasize the mutual and interdependent relations among organism, behavior and environment. It must be in systems terms. The individual is a system within an immediate context which is itself a system within several other systems. If you budge part of a system, something else moves. You can never do merely one thing. Behavior may be a function of higher-order effects across systems or of reciprocal interactions between systems.

2. naturalism. The setting in which a study is conducted must be one that occurs in the culture or subculture or that might occur if social policies or practices were changed. Thus tasks must not be alien to the milieu, roles and

activities must have social meaning, the length of the experiment should approximate what happens in real life, and distortions in the immediate and larger context should be minimal with due regard for the behavior-organism-environment interdependencies.

3. development. The study design should be sensitive to developmental transitions as changes in ecological systems both for theoretical understanding of interdependencies over time and for clues as to points at which interventions may be introduced.

4. habitability. There should be a concern for the kinds of environments that are fit for human beings to inhabit--both for theoretical understanding that comes from the orientation and for clues as to direction for applied environmental design.

We agree with Willems (1973) on the pluralism of methodology involving procedural cross seeding (lab to natural setting and back) and pluralistic converging attacks on an ecological hypothesis (true experiments, quasi-experiments, field studies, in-depth interviews, retrospective interviews, staged encounters, etc.). And we feel that Cone (1976) presents an example of a strategy (multi-trait, multi-method matrices) for cross seeding of approaches to measurement. And there are those who have treated the problems of validity and generalizability of results from various perspectives (Campbell, 1975; Rist, 1976; Lutz and Iannacone, 1968; and Stake, 1976).

We have avoided formal consideration of different kinds of knowing or the specification of a standard methodology for the ecological perspective. While some may prefer to see the ecological or case study perspective limited to naturalistic observation and description we do not make such a distinction. Rather it is a perspective or set of perspectives together with certain catalystic

processes (described below) that may enter into any social inquiry designed to obtain knowledge by experimental or quasi-experimental means. We are not offering a "third stream" in evaluation but suggesting how one might move toward more joining of streams.

Catalysts. As we look at evaluation design and practice from these four features of an ecological perspective there must be something more than these perspectives to produce the synthesis needed. For us that "something more" involves three principles.

immersion. One must get immersed within the context and substance of phenomena to be evaluated. The roles and activities of people, community, subject matter, just plain context, is something we must become in some way rather than simply see or change. And immersion in data gathering and data analysis is also essential. There are probably many examples of immersion in practice. For a move in this direction see Ross and Cronbach (1976).

integrity. One must report what one sees and what others see. Some call integrity the gift of responsible renunciation--the alternative to despair in the face of the imponderable (Clayton, 1975). Honesty in observation is more likely to generate new perspectives and hypotheses than is observer-agreement. Perhaps the "removal of obstacles" to integrity is a helpful strategy for making this happen (Della-Piana, 1976, 1977) and (Della-Piana & Endo, 1977).

polarity. For whatever one knows or pins down as a fact or operative principle there must be an opposing statement if there is to be movement or some kind of growth. The study of the deviant case that does not fit a general trend is one strategy for generating polarities (Lijphart, 1971) (Marks, 1964). For a discussion of the use of polarities in planned intervention to influence "revision" see Della-Piana and Endo (1977).

Soundings

Here are some provocative statements presented in no particular order or sequence. They are statements representing a look at one stream of evaluation from the perspectives of another stream. They are in search of dissonance and in the service of synthesis. If the sounding seems sometimes unlike attempts to fathom and more like insults than vibratory disturbances--it is not surprising considering the mode of discourse which we choose. Yet our intent is not to criticize. Rather we are taking another perspective--to see how it comes out. To provoke dissonance toward synthesis.

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A comparative study of several primary grade programs utilized a classroom observation instrument to assess the extent to which programs were really implemented and to assess the relationship of classroom process to child outcome measures. One or two of the programs, however, involved a major component of activity that was outside of the classroom--in the home. The decision was made to ignore data on out-of-school behavior, and to ignore the uniqueness and larger context of one or more programs. How might one have done more justice to those projects and to the interdependencies in the environment? How might one have been more sensitive to the different systems, contexts or ecological levels influencing the child (Stallings, 1973)? Imagine what might have happened to the observation instrument, the specification of child behaviors and achievement to be assessed, and the results, were one to have taken the perspective of "interdependencies between school and home" or the "naturalism of representing programs in their best unique forms?"

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Perhaps much of the criticism of rigorous experimentation in the social sciences is based on a misrepresentation of what really goes on in experimental work

(Hamilton, undated; Skinner, 1959). Indeed, an ecological study of research or evaluation in-process may provide the best dissonance for those who would separate formal experimental evaluations from those so-called "non-experimental" procedures that are inevitably tied up with good research and evaluation. Skinner presents five unformalized principles of scientific practice that account for the development of the "Skinner box," the cumulative record, the study of single organisms, and reinforcement schedules.

1. When you run onto something interesting, drop everything else and study it.
2. Some ways of doing research are easier than others.
3. Some people are lucky.
4. Apparatus sometimes breaks down.
5. There is an art to finding one thing while looking for something else.

Skinner's case history of his process of work up to the publication of the Behavior of Organisms is concluded by the statement: "The notes, data, and publiations which I have examined do not show that I ever behaved in the manner of Man thinking, as described by John Stuart Mill or John Dewey or as in the reconstructions of scientific behavior by other philosophers of science. I never faced a problem which was more than the eternal problem of finding order."

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To say that an evaluator must be an expert in evaluation but not in the subject to be evaluated is the same as saying the evaluator must be an expert in evaluation and in the subject to be evaluated. In either case one knows too much to learn anything. For an expert is one who has tried rather than one whose activity is closer to the root--the radical--"experiri, to try."

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The use of subjective data has been a major concern of evaluators seeking objective interpretable and replicable accounts of behavior. Thus, delinquents

who "believed" their "acting out" decreased showed no evidence of decrease in disruptive behavior in school, police contacts and rate of institutionalization. Parents report improvement in child behavior where there is no objective data obtained by observers that gives evidence of improvement. Wolf (1976), presents three possibilities to account for the subjective-objective data discrepancy: valid subjective measurement is impossible, there was distortion in the subjective and/or objective assessment due to some sort of coercion, and/or some key behaviors were not observed (e.g., we measured tantrums, which did not decrease, but missed cursing, which did decrease). Wolf outlines some tactics for using subjective measures to enhance social relevance of goals, treatment acceptability and consumer satisfaction with effects. Now, what if some behaviors or data discrepancies (say those of 'delinquents') were considered so important that evaluators immersed themselves within the context of the situation during baseline and treatment and looked for evidence that "acting out" was decreased in certain behavior environmental systems, or for evidence that the delinquents sought more habitable environments or for evidence of developmental transitions?

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The policymaker looks at a report of the findings of a study and says: "They are abstract and confusing! They are more likely to be applied in decision making if the evaluator would translate the findings into alternatives for the behavior of key policy makers." The evaluator looks at the policy maker's use of his report of findings and says: "They would be applied in decision making if the policy makers were not so defensive and downright malicious." This gives us a clue as to where the problem lies. (Schulberg and Baker, 1969) (Della-Piana, 1977)

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Consider evaluation reports as realistic fiction. Suppose that one sends a confederate through a community mental health service. One could, and most likely should, report confidentially and directly to the staff alone a personal account of the experience. But another possibility for reporting this uniquely naturalistic data may reach a wider audience without identifying the particular service agency involved. This is the role of fiction such as Kesey's One Flew Over the Cuckoo's Nest. The novel is not the only possibility. What about fictional chronicle, fictional biographies, fictional autobiographies, fictional diaries or fictional letters? There is a power of ambiguity in the fictional mode. For an excellent treatment of ethical problems in the portrayal of persons as evaluation data see McDonald (1976), in which an ethical code is proposed that requires the evaluator to allow the subject of study to control the form and content of the portrayal.

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"Planning does not prevent useful accidents." The study of a social unit in its naturalistic context may at times be approached with a working systems model of the unit. Etzioni (1969) provides a systems perspective in which an organization is seen as fulfilling at least four important functions for survival--achievement of goals and subgoals, effective coordination of subunits, acquisition and maintenance of necessary resources, and adaptation to its own internal demands and outer environment. This structure certainly attends to the interdependencies within the organizational system and between it and other systems. A mental health unit (hospital or other live-in arrangement) has custodial goals and therapeutic goals related to restoring patients to health. If one approaches evaluation of such a unit from an ideal (goal) orientation and "grades" it, the

grade must be low unless one sets highly specific minimal performance goals or objectives. But if one approaches the evaluation from a systems orientation--that of Etzioni abcve or of T. K. Gilbert (1974) or Bronfenbrenner (1976)--the questions are different, the answers unexpected and the practical implications unbelievable.

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A psychologist-consultant who is now director of a private school said recently that he can't see how a consultant could possibly be of use to him--could possibly know enough in a one or two time visit to know what was going on. Sounds like a problem of the need for immersion at the least. The senior author's experience with the NWREL's Pacific Northwest Indian Reading and Language Program confirmed the need for immersion, integrity and polarities, as catalysts for making anything happen. The story is much too long to tell but here is a bit of it.

"It was months (about nine of them) before I got off my expert steed and started sniffing the ground. And when I looked again at the data from a developmental viewpoint I discovered that decoding and comprehension followed a growth curve much like the national norm and only slightly below it for grades 1, 2, and 3; but comprehension dropped radically at grade 4. Since it was a grade 1 to 3 program I never bothered looking at that earlier. That look at developmental data naturally made a big difference in my view of the program. But immersion did other things. What made the most difference was my becoming in some sense a member of the community--an uninformed member and therefore one who could learn the ways in which a reading and language program could relate to the Indian community. Immersion is difficult to achieve. What seemed to make it work here for me was in part my role as buffer (between funding agent and

lab quality control groupon the one hand and the Indian staff and community on the other). I was forced into ignorance, into examining conflicting hypotheses. But immersion worked also because I sensed something in Indian ways that could teach me--from which I could learn." (Della-Piana, 1975)

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But what about the one or two day consultationor site visit? Certainly approaching these visits with a systems model can help you to catch the interdependencies that make a difference in relation to goal achievement. True enough, and we have found Gilbert's (1974) model most useful. The senior author recalls one project where the funding agency was expecting evaluative data on a project and the data was not coming in. Since the project was considered effective by the funding agency they sent out a technical assistance group rather than a site-review group. The group first got a description of what was being done from the proposals and interviews. Then we elicited expected program outcomes (objectives) and antecedents (pre-program activities such as trainee selection, curriculum planning,etc. that would presumably contribute to effectiveness in achieving outcomes). The program was designed to train participants in how to set up a child care center and how to improve the quality of child care. Specific products, proficiencies and institutional changes related to these goals were specified. Discrepancies between expected and observed outcomes were determined by intensive dialogue and review of materials and the causes of these discrepancies were noted and solutions suggested. The discrepancies noted included the following: (1) Ability to set up quality child care programs was neglected in favor of development of resource directories that were seen as essential to such development. (2) Some outcomes not specified in measurable behavioral terms--like "leadership in coordination of resources of different

agencies and taking social action in legislation and school policy." (3) The participants did not see clearly the project goals. The solutions dealt with prompts or guidance systems, feedback, incentive systems, knowledge and skill deficiencies and managing interfering conditions. The report was well received and used. The evaluation demonstrated the value of a systems approach. But after the Indian experience one wonders whether a much different solution, more related to the complex interdependencies in that environment in relation to higher order systems, might have arisen out of greater immersion.

* * * * *

And what of research? In a paper presented in another session at this conference we propose a longitudinal experimental design with a treatment intervention (Della-Piana and Endo, 1977). Writing is seen as revision from the beginning of a work to its finish or abandonment. That project began in a simple attempt to program instruction to teach students a few poetic tricks or devices such as metaphor and alliteration. An evaluation of the initial attempt demonstrated that it was successful. But several years of immersion in the context of poetry--poets writing about their own work--has produced a far different notion as to what "success" is.

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" . . . <u>The aim of a skillful performance is achieved by the observance of a set of rules which are not known as such to the person following them</u> . . . an art which cannot be specified in detail cannot be transmitted by prescription, since no prescription for it exists. It can be passed on only by example from master to apprentice. This restricts the range of diffusion to that of personal contacts, and we find accordingly that craftsmanship tends to survive in closely circumscribed traditions. Indeed, the diffusion of crafts from one country to

another can often be traced to the migration of groups of craftsmen . . . while the articulate contents of science are successfully taught all over the world in hundreds of new universities, the unspecifiable art of scientific research has not yet penetrated to many of these . . . It follows that an art which has fallen into disuse for the period of a generation is altogether lost . . . It is pathetic to watch the endless efforts--equipped with microscopy and chemistry, with mathematics and electronics--to reproduce a single violin of the kind the half literate Stradivarius turned out as a matter of routine more than 200 years ago . . . "

"Connoisseurship, like skill, can be communicated only by example, not by precept. To become an expert wine-taster, to acquire a knowledge of innumerable different blends of tea or to be trained as a medical diagnostician, you must go through a long course of experience under the guidance of a master . . . Wherever connoisseurship is found operating within science or technology we may assume that it persists only because it has not been possible to replace it by a measurable grading . . . The art of knowing has remained unspecifiable at the very heart of science." (Polanyi, 1962, pp. 53-55). "Pure conviviality . . . fostering . . . good fellowship within small groups of people living together, be it as families, as school fellows, as shipmates, as fellow members of a congregation or of a workshop or office team, is a direct contribution to the fulfillment of man's purpose and duty as a social being [and] also of practical use in making joint activities of the group more effective." (Polanyi, 1962, pp. 210-211) And that is enough of a sample from Polanyi to keep evaluators busy for some time working out the implications for training of evaluators and

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Polanyi, Michael. Personal Knowledge, Chicago: University of Chicago Press, 1962.

for evaluation that contributes to more habitable environments and for immersion in the context as necessary for the gaining of insights from the ecological perspective.

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Today in educational programs computer managed monitoring systems for moving students through a specific sequence of specific behaviors is shaping the activity of evaluators. Perhaps the most articulate polarity to the growing specific-behavior, performance-based programs of reading instruction is the work of James Moffett (1968) and Moffett and Wagner (1976). The kind of individualization proposed and happening in Moffett and Wagner is that of different students doing different things and selecting and sequencing their own materials. Here is one of 27 provocative "topic sentences" for discussion proposed by Moffett (1972, p. 573):

> Except perhaps in some very small monolithic communities, any school board in this splintered nation that claims to have drawn up a set of specific and commonly agreed on objectives is deceiving itself or the customers, for only on a few general human universals is consensus possible.

The Moffett-Wagner program presents for me the best polarity for producing creative syntheses in reading program development and evaluation -- syntheses out of which more habitable environments are likely to come. Their perspective is ecological in the sense we have indicated. The polarity is needed for program development and for the preservation and development of evaluation skills that could disappear. Here are a few more statements from Moffett (1972).

> Whenever the learner cares less about evaluating his learning than someone else does then the educational system is already in grave trouble . . .
>
> The first rule of evaluation is that the means of measuring must never dictate, displace, or distort what is being measured, but no public school system now honors this rule.

> If I'm to be held accountable for my students' performance, then I must be granted powers far exceeding any ever accorded teachers heretofore - to control the materials purchased, the methods permitted, learning sites, scheduling, grouping and mixing, style and atmosphere, and to abolish censorship, centralized adoption and curriculum determination, grammar teaching . . . and grades and testing (though it render accountability itself difficult to implement).
>
> If the main goal of education is, precisely, to learn how to set and reach goals, then the more that adults do that <u>for</u> children, instead of helping them develop good judgment in making decisions, then the more the adults are robbing children of their education to solve their own problems, which, for lack of such an education themselves, they do not know how to solve any other way.

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There is a resurgence of interest in "the case study" and "the ecological perspective" as a method in social inquiry. Where it is used as a polarity let's seek a synthesis, where one speaks of case study as precursor to theoretical/experimental study let us look at it as continuous throughout the process of getting and verifying and manifesting knowledge, where it is seen as inconsistent with randomized comparative experimental design let's find the ways in which they may sometimes be combined (Boruch, 1976) (Willems, 1973) (Bronfenbrenner, 1975, 1976) . . .

<u>Training of evaluators</u>. If training in evaluation were modeled after the training in the "third stream music" department chaired by Ran Blake, it would contain elements something like the following in the first year with the process continuing in the following years.

- -at least one evaluation design must already be in the student's blood stream. Third streaming syntheses starts from here.
- -the student selects at least one design that is sophisticated or somewhat complex to begin with.
- -field trips and practicums involve the exploration of roots and

manifestations of a particular design or mode.

-the student assumes a major role in plotting out the course of study. The professor is more of a counselor and coach.

-the student pursues measurement theory, experimental design, the evaluation literature, private tutoring in instrument development and design for a particular kind of evaluation study, and a third stream seminar.

-students in the first year also become articulate in describing the rationale, procedures, outcomes, and implications of about 30 evaluation studies from the viewpoint of the authors of the studies. Then they must demonstrate ability to perform many of the tasks within these studies directly or in a simulation. They must master about one study a week.

-students then go back over the evaluation studies and identify or decipher general design models and more complex sub-strategies within studies and start third-streaming.

-students keep a log of studies outside the department--The log evolves into a compass which the students consult to indicate the bearing of the work upon the students' studies. This is essential to the achievement of the major goal of the program--the beginning of development of one's own position with respect to the design and conduct of evaluation studies. With the instructor as guide the student regularly sifts through the log of experiences to identify <u>past</u> experiences that led to <u>current</u> activities that fit into a flexible but not vague <u>future</u> blueprint. Thus students begin to feel the power and responsibility of designing their own style.

-students thus trained could run into difficulties on contracts or jobs where particular evaluation designs or strategies are required. the realities of professional, organizational, and contractual constraints must be faced and dealt with by the student. A major training strategy is to require the student to deal with funding agencies in contractual arrangements, colleagues elsewhere in face-to-face dialogue or written communication, and submissions to refereed journals.

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## Appendix A

### One Flew over the Cuckoo's Nest

### by Ken Kesey

The advertising copy on the jacket of paperbacks usually misses the mark of greatness in a book. But this one catches it a bit. Convincing! Powerful! Unforgettable! More, Mr. Kesey, more! In a way this book is impossible to review. It's like reviewing a sex act or a murder. You can't do it justice. There is no reason to. The act speaks for itself. Read the book. The author said it. I am only saying it again. Or saying what it did to me.

If Kesey never wrote another word he would be immortal. To say the book is "unforgettable" is an understatement. No, it is too simple a statement. I dare not forget it. I wish I could.

There was a time in the book when I decided it might be good to skip some of the long descriptive passages. Or to skip some of Indian Chief Bromden's weird visions. It seemed that they had little to do with the action. Nothing to do with the story line. Not so. Not so. Every word in the 272 pages is necessary. How else can you understand the fog that surrounds Bromden. The fog that protects him. The fog that makes it safe. The fog that keeps him from seeing who he is and remembering what happened to his father, a real chief. The fog to retreat to when he starts seeing the "real" world. The fog that had something to do with a real fog used to camouflage an air field. The silent narrator of the story who sees everything and tells everything from his safe fogged-in position of the psychological deaf and dumb chief. The fog that starts clearing at times and is safe to slip back into in between courageous

scouting trips. The fog that clears enough to bring back memories. His first words to anyone in years, "thank you" to McMurphy who helped lift the fog and gave "his solemn word" that Bromden would grow again into Big Chief Bromden, worthy son of his full Chief Father "Tee Ah Millatoona," which means The-Pine-That-Stands-Tallest-on-the-Mountain. Yes, it was McMurphy that cleared the fog. Too many ways to tell. Take the time McMurphy was disgusted because the other patients all "gave in" to Big Nurse. McMurphy said he was going to pull the control panel off the wall and bust out the window with it. Throw it right through the window. McMurphy tugs and tugs and cuts himself up and gives up. He walks away and they say, "Well, you didn't make it." And he says, with a pause and perfect timing, "Yea, but I tried. I tried." You know damn well he could have torn it out. And that finally was how Chief Bromden made his escape out "over the cuckoo's nest." But that's telling you too much.

What makes the story convincing? Who knows? I am no writer. I am no authority on the Columbia River, the Indian on the Columbia River, "mental" hospitals, or prison work farms. But Kesey makes it all believable. He must be writing about things he knows about--people, places, happenings. If he lies or exaggerates, as one presumably does in fiction, it is because that is the only way to tell the truth. It is a truth that is hard to hear. It is not comfortable. But it is there. And who can deny it?

This is a book that makes you ask whether there is such a thing as sanity. Or, if there is, who are the sane. Three characters tell most of the story. Everyone else makes them move and is moved by them. These three are in every one of us. We are all Big Nurse, Chief Bromden, and McMurphy. The story line

is simple. A man, yes, A MAN gets himself transferred from a prison work farm to a mental institution becasue the life is easier and more pleasant there. But he gets involved. He begins as the boisterous boy become an anti-hero. All he does is for his own pleasure. But his audience hooks him. He becomes a hero because all the men on the ward--the chronics and the acutes, the vegetables and the scared, expect it of him. They grow on it. He cannot help himself. He helps everyone to become a little bit of his best. His devices are human. He exploits them for cash in card games but is honest about it. The one thing everyone learns is they can count on him. And he laughs with them. The pleasure of seeing them walk, standing straight, keeps McMurphy going to the end--through punching out windows, setting up a fishing trip with a whore for the patients, smuggling in two girls, taking shock treatment and shock treatment and shock treatment and the final shock knowing all the time he had to do it. Read for yourself the final cry that started " . . . after he'd smashed through that glass door, her [the Big Nurse's] face swinging around, with terror forever ruining any other look she might ever try to use again . . ." Big Nurse was done. That monster "muthah." Big Nurse must represent the worst in us protected by the myths of social rules. And after all isn't that what the story is about? Don't trust society. Fear it because you have to. But be your own sane self and never believe for a moment that anyone can ever be insane - except some institutionalized monster that we make grow. But no matter how much the monster grows, there will always be a McMurphy who reminds us of what we are, so one, at least one, perhaps the most unlikely one, will grow big like the pine that stands tallest on the mountain and fly over the cuckoo's nest. And it won't be simple after all. Because he will know that he had to do the hardest thing one could ever do next to giving your life for another. And that is, to somehow take the life of one you love. And to know that you already did it before the final act.